

河合塾  
SERIES

改訂版

やっておきたい

英語長文

500

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[共著]

[問題編]

河合出版



次の英文を読んで、設問に答えなさい。

Listening to a gardening program the other day, I was struck by something the expert said about a particular type of potted plant. Do not water it once it has \*come into bud, he advised. Cause it to feel stress, and it will produce more, and more beautiful, flowers.

5 Surely <sup>(1)</sup> this advice is against everything that we are told by doctors. Stress is bad for us, they say. Stress is the cause of all sorts of diseases. Stress caused by overwork sometimes results in early death. Newspaper and magazine articles tell us how to reduce stress, or how to avoid it altogether. No one has a good word for stress.

10 And yet, I asked myself, if stress is good for plants, can there possibly be any value for us in it? <sup>(2)</sup> The longer I thought about it, the more it seemed to me that there is. Without a certain degree of tension and stress, we are apt to become lazy and neglect our duties. All students know that they should study regularly throughout the year, and then be able to face examinations without fear. In fact, 15 most students leave this study till the last possible moment, and then hastily try to ( 3 ) lost time.

Many of us, likewise, put off dealing with our problems until the deadline approaches. Every year I resolve that I will write all my Christmas cards and letters ahead of time, and avoid a last-minute rush; and every year I find that 20 once again I have left it too late for me to finish comfortably. Only when the tension increases <sup>(4)</sup> [working seriously / the job / do / to get / I / done / start].

In other fields too, when satisfaction enters in, creativity and curiosity go out of the window. What has been called <sup>(5)</sup> "divine discontent" — a creative dissatisfaction with the present situation, whatever it is — produces progress. And that 25 dissatisfaction is one type of stress.

Thus, it seemed to me, a certain degree of stress is necessary for human progress. Just how much is good, and how much is harmful, is the problem.

<sup>(6)</sup> Those of us who are employed by a company whose policies demand long periods of stressful activity are to be sympathized with, since too much stress is

counterproductive. Those of us who are self-employed may have more freedom 30 to choose our own best level of stress. In either case, we need some preparation before the period of stress in order to be able to succeed.

So, like the potted plant in question, if we are watered sufficiently to begin with, and then left to struggle for a while on our own, we too may produce more and better flowers than one who, over-protected, has never had to try. 35

(注) come into bud : (木などが)芽を出す

(龍谷大)

問1 下線部(1)の内容として最も適当なものを、次のア～エから1つ選びなさい。

- ア. 植物に水をやりすぎてはいけない。
- イ. 医者から言われたことは必ず守る。
- ウ. できるだけストレスを感じないようにする。
- エ. 美しい花を多く咲かせるために植物にストレスを与える。

問2 下線部(2)を省略された部分の意味を明らかにして日本語に訳しなさい。

問3 空所( 3 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

- ア. do away with    イ. make up for    ウ. put up with    エ. run out of

問4 下線部(4)の語(句)を文意が通るように並べ換えなさい。

問5 下線部(5)の内容として最も適当なものを、次のア～エから1つ選びなさい。

- ア. mental sickness    イ. indifference to stress
- ウ. a complaint against morality    エ. a desire for improvement

問6 下線部(6)を日本語に訳しなさい。

問7 本文の内容と一致するものを、次のア～エから1つ選びなさい。

- ア. ストレスがなければのびのびといい仕事ができる。
- イ. ある種のストレスは創造力や好奇心をかきたてる。
- ウ. 鉢植えの植物はかかさず水をやればたくさん花が咲く。
- エ. 現状に対する不満は大きなストレスを生み、それが人に悪い影響を及ぼす。



次の英文を読んで、設問に答えなさい。

In 1800, a \*stuffed animal arrived in England from the newly discovered continent of Australia. The continent had already been the source of plants and animals never seen before—but this one was ridiculous. It was nearly two feet long, and had fur-covered skin. It also had a flat rubber-like bill, a piece of skin between its toes, a broad flat tail, and a \*spur on each hind leg that was clearly intended to produce poison. What's more, under the tail was a single opening.

Zoologists stared at the thing in disbelief. Hair like a mammal! Bill and feet like an aquatic or water bird! Poison spurs like a snake! A single opening in the rear as though it laid eggs!

10 There was an explosion of anger. The thing was a joke. (1) Some unfunny joker in Australia, taking advantage of the distance and strangeness of the continent, had stitched together parts of widely different creatures and was intent on making fools of innocent zoologists in England.

Yet the skin seemed to fit together. There were no signs of artificial joining.  
15 Was it or was it not a fake? And if it wasn't a fake, (2) was it a mammal with reptilian characteristics, or a reptile with mammalian characteristics, or was it partly bird, or what?

The discussion went on heatedly for decades. Even the name emphasized the ways in which it didn't seem like a mammal despite its hair. One early name  
20 was *Platypos anatinus*, which is Latin for "Flat-foot, duck-like." Unfortunately, the term "platypus" had already been applied to a type of beetle and there could be no duplication in scientific names. It therefore received another name, *Ornithorhynchus paradoxus*, which means "Bird-beak, paradoxical."

Slowly, however, zoologists had to reach agreement and admit that the creature  
25 was real and not a fake, however upsetting it might be to zoological notions. For one thing, there were increasingly reliable reports from people in Australia who caught glimpses of the creature alive. The *paradoxus* was dropped and the scientific name is now *Ornithorhynchus anatinus*.

To the general public, however, it is the "\*duckbill platypus," or even just the

duckbill, the queerest mammal (assuming it is a mammal) in the world. 30

(3) When specimens were received in such condition as to make it possible to study the internal organs, it appeared that the heart was just like those of mammals and not at all like those of reptiles. The egg-forming machinery in the female, however, was not at all like that of mammals, but like that of birds or reptiles. It seemed really and truly to be an egg-layer. 35

It wasn't till 1884, however, that the actual eggs laid by a creature with hair were found. They were not the eggs of a platypus, but another Australian species, the \*spiny anteater. That was worth an excited announcement. A group of British scientists were meeting in Montreal at the time, and the egg-discoverer, W. H. Caldwell, sent them a message to announce the finding. 40

It wasn't till the twentieth century that the intimate life of the duckbill came to be known. It is an aquatic animal, living in Australian fresh water at a wide variety of temperatures—from tropical streams at sea level to cold lakes at an elevation of a mile.

(注) stuffed : 剥製の spur : かぎづめ duckbill platypus : カモノハシ  
spiny anteater : ハリモグラ

(東北大)

問1 下線部(1)を日本語に訳しなさい。

問2 英国の動物学者たちが下線部(2)のような疑問を抱いた理由を、本文に即して70字以内の日本語で述べなさい。

問3 下線部(3)を日本語に訳しなさい。

問4 カモノハシの学名が *Platypos anatinus* から *Ornithorhynchus paradoxus* に変更された理由を簡潔に日本語で述べなさい。

問5 本文の内容と一致するものを、次のア〜クから3つ選びなさい。

ア. Plants and animals brought from Australia were all familiar and the duckbill was no exception.

イ. By the end of the nineteenth century, zoologists already understood the life of duckbills completely.

ウ. What had seemed like egg-forming machinery turned out to be an organ for swimming.

エ. It was discovered that there are creatures other than duckbills that lay eggs though they are mammals.



オ. We now know that duckbills can only live in a limited range of water temperatures.

カ. When the first duckbill was introduced, some people were angry, some considered it artificial, and some stared at it in disbelief.

キ. Zoologists kept on discussing heatedly for decades where the stuffed animal had come from.

ク. A message informed British scientists in Montreal of the existence of eggs laid by a creature with hair, other than the duckbill.

### 3

30 min.  
423 words

次の英文を読んで、設問に答えなさい。

Handwriting is a valuable diagnostic tool. It gives a measurable and permanent indication of the writer's stage of development, and sometimes their state of mind, at any particular moment. Our own handwriting, for instance, may change when we are tired or tense. <sup>(1)</sup> It may alter depending on whether we like the person we are writing to or not. However, there would be more 5 fundamental differences to our usual writing if real problems were involved. Supposing we had an accident and had to learn to write with our non-preferred hand; supposing we developed an illness that left us with a tremor; or supposing we suffered a nervous breakdown, would we expect our handwriting to remain unchanged? ( 2 ), so we should realize that the writing of children who may 10 be suffering from any of a wide variety of conditions will reflect these conditions. In the classroom they are often expected to be able to attain the same level of handwriting as pupils with no similar problems. If we could look at handwriting problems as an indicator and a diagnostic tool instead of measuring problem handwriting against some mythical norm, this would be a positive and major step 15 forward.

<sup>(3)</sup> Schools may be accustomed to accepting that children termed 'clumsy' may never excel at gymnastics or games, even after the therapy that such children deserve to receive. If these children's motor co-ordination is such that they find difficulty, for example, in catching a ball, then this awkwardness will quite likely 20 be reflected in their handwriting. They may never be able to produce the neat, conventional handwriting that some teachers expect. Awkward hands are likely to produce awkward handwriting, so children should not be scolded <sup>(4)</sup> [have / conditions / they / over / for / little / which] control. If they are repeatedly criticized for producing 'untidy' written work, then tension will be added to their 25 natural clumsiness. <sup>(5)</sup> This will only make the situation worse. Of course, any practical advice that might assist the writer, especially in the way of changes in writing posture, should be given. Apart from that, providing the handwriting is ( 6 ) enough for the writer to keep up in class, surely those children deserve



30 praise for the way they are tackling a job that is more difficult for them than for others. A positive attitude is most likely to relax the writer. This relaxation will probably be reflected in their written work, and any resulting praise will help to improve the self-image of these children who daily have to see their best efforts condemned as untidy.

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(信州大)

問1 下線部(1)を It の内容を明らかにして日本語に訳しなさい。

問2 空所( 2 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

- |                  |                        |
|------------------|------------------------|
| ア. It depends    | イ. That's what happens |
| ウ. Of course not | エ. It certainly is     |

問3 下線部(3)を日本語に訳しなさい。

問4 下線部(4)の語を文意が通るように並べ換えなさい。

問5 下線部(5)の内容を50字以内の日本語で述べなさい。

問6 空所( 6 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

- |                     |                          |
|---------------------|--------------------------|
| ア. simple but slow  | イ. compact but rational  |
| ウ. legible and fast | エ. complex and elaborate |

問7 英文のタイトルとして最も適当なものを、次のア～エから1つ選びなさい。

- |                                           |
|-------------------------------------------|
| ア. Good handwriting leads to success      |
| イ. Handwriting tells a lot about a writer |
| ウ. How to improve your handwriting        |
| エ. The writing of children                |

4

30 min.  
465 words

次の英文を読んで、設問に答えなさい。

It's interesting how much e-mail affects our personal space. While some businesses have replaced much inter-office phone communication with e-mail, most users see e-mail as a medium that protects their private space far more than the telephone. E-mail gives us the freedom to communicate <sup>(1)</sup> on our own terms: it's possible for us to communicate without allowing anyone to hear our voice or see <sup>5</sup> our face.

While e-mail offers personal privacy, it also enables us to start a conversation with people we aren't acquainted with. We send e-mail to people we would rarely telephone or request to see face-to-face. Of course, the people we send messages to have the option to respond at their own convenience — or not at all. <sup>10</sup>

<sup>(2)</sup> There is a growing tendency to make e-mail addresses, but not phone numbers, public. This practice is a result of the increasing acceptance of e-mail as a form of direct contact, even with well-known people we usually couldn't approach in person.

If there is no voice to hear and no face to see, many e-mail users become <sup>15</sup> very open about the information they are willing to reveal on-line. <sup>(3)</sup> The lack of visual and auditory signals greatly increases the amount of information speakers are willing to let others know about themselves. People write things in e-mails they would not want to say in a face-to-face conversation or on the telephone.

An important point is the degree of exposure a person perceives. Investigators <sup>20</sup> in one study demonstrated that even ( 4 ) reduces your sense of privacy. In the experiment, participants were asked to comment either on intimate or on non-intimate topics while sitting alone in one of two small rooms and speaking into a microphone. One room had bare walls; the other contained a large mirror. When discussing intimate topics, participants in the mirrored room were less <sup>25</sup> likely to enjoy the task, had the longest times before answering questions, gave the shortest answers, and gave less intimate information than those who couldn't see themselves. Thus, the more we keep our personal details private, the more likely we are to speak our minds.



30 (5) E-mail as we know it allows a high degree of privacy, which, in turn, helps generate more openness. There are continuing reports from parents about e-mail communication with their children who have left home for college. Sons and daughters who had little to say to their parents while still in high school, who even now rarely write or phone home, commonly e-mail just to "chat."

35 Similarly, research on the role of computers has shown that people offer more ( 6 ) information about themselves when answering questions using a computer than when answering the same questions on paper or through a face-to-face interview. The differences were especially noticeable when the information at issue was personally sensitive.

(愛知県立大)

問1 下線部(1)とほぼ同じ意味を表すものを、次のア～エから1つ選びなさい。

- ア. in the interests of others      イ. the way we want others to  
ウ. in our own words      エ. the way we want to

問2 下線部(2)の理由を30字程度の日本語で述べなさい。

問3 下線部(3)を日本語に訳しなさい。

問4 空所( 4 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

- ア. seeing yourself      イ. hearing yourself  
ウ. seeing others      エ. hearing others

問5 下線部(5)を日本語に訳しなさい。

問6 空所( 6 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

- ア. incorrect and biased      イ. accurate and complete  
ウ. official and recent      エ. general and interesting

5

30 min.  
507 words

次の英文を読んで、設問に答えなさい。

Until recently, Kovalam, a small fishing village in India's Kerala state, could not keep up with its rising popularity. (1) Attracted by clean beaches, friendly people and a relaxed way of life, visitors from as far away as Europe began coming in large numbers to the region in the mid-1960s. Over the next two decades, investors rushed in to meet the demand, building row upon row of new hotels, 5 restaurants and souvenir shops. But in 1993 the tourist stream began to slow. By 2000, the number of tourists had decreased by 40 percent.

Travel experts (2a) ruled out economic factors and shifting tourist tastes, finally explaining the decline as one caused by the community's waste management problems. Like many popular destinations in the developing world, Kovalam has 10 no formal plan to deal with the growing levels of garbage generated by tourists. Hotels and other facilities collect recyclable items, such as glass, paper and metal scraps, for reuse by local industries whenever possible. The less desirable items — plastic bottles and even uneaten food, for example — simply pile up in towering mounds or are dumped into nearby streams, posing the risk of serious 15 disease.

Yet, a local politician complained, "Nobody bothers about the health issues faced by people. Everybody wants Kovalam beach to be clean just so it can get more business."

These problems are not unique to Kovalam. Increasingly, developing countries 20 are turning to tourism as a way to (2b) diversify their economies, stimulate investments and create earnings.

Tourism is one of the world's least regulated industries. (3) This has implications for communities and cultures around the world. Hotels, tourist transport and related activities consume huge amounts of energy, water and other resources; 25 and they produce pollution, often in destinations that are unprepared to deal with these impacts. In addition, many communities face cultural troubles and other unwelcome changes that accompany higher visitor numbers. (4) Fears of terrorism and the safety of air travel may have lessened interest in some international



30 travel for the time being. However, over the long term the demand for tourism is expected to resume its steady rise.

Many governments, industry groups and others are promoting responsible travel that makes money and creates jobs while also protecting the local environments and cultures. While it does succeed in some circumstances, this kind of environmentally responsible tourism can produce many of the same problems as ordinary tourism, including the creation of waste. In some cases it is little more than a marketing tool for businesses hoping to promote (2c) an environmentally conscious image.

As tourism's impacts, both good and bad, continue to spread, it is more and more important to redirect activities onto a path that protects local resources to the fullest. <sup>(5)</sup> This will require deep changes that reach far beyond the scope of responsible tourism. A broad range of people and organizations, including executives at large companies, governments, nongovernmental groups and the tourists themselves, will need to become involved with the efforts to protect and maintain, at all levels, the environment and culture of the various places to which tourists go.

(東工大)

問1 下線部(1)を日本語に訳しなさい。

問2 下線部(2a)～(2c)とはほぼ同じ意味を表すものを、次のア～エからそれぞれ1つずつ選びなさい。

(2a) ア. claimed that economic factors and shifting tastes were the main causes

イ. denied that economic factors and shifting tastes were to blame

ウ. found out that economic factors and waste managements violated the laws

エ. found out that tourists tended to choose inexpensive and better tasting food

(2b) ア. concentrate on a few key areas

イ. produce a range of various products and services

ウ. start trading with many different countries

エ. strictly control their economic output

(2c) ア. an image of a company particularly interested in environmental issues

イ. an image of a company set up in a certain environment

ウ. an image of consumers harming the environment

エ. an image of consumers who know what they want to buy

問3 下線部(3)の内容を30字以内の日本語で述べなさい。

問4 下線部(4)を日本語に訳しなさい。

問5 下線部(5)の内容を日本語で述べなさい。



次の英文を読んで、設問に答えなさい。

How often do we say "Of course I believe it—I saw it with my own eyes!" But <sup>(1)</sup>can we really be so sure what it is that our eyes tell us? For example, take the simple question, "How big is the moon?"

Could any of us make a good estimate of the moon's size <sup>(2)</sup>[had / read / astronomers / not / if / what / us / we / tell] about its diameter? What does looking at the moon, or any other object, tell us about its real size? What do we mean by "real" size or "real" shape, or other appearance, for that matter? Can we believe what we see of things; or rather, putting it the other way round, what do we mean when we say we believe that a thing has a certain size or <sup>(3)</sup>shape?

The brain interprets the image on the \*retina in the light of all sorts of other "information" it receives. Perception, in fact, is by no means a simple recording of the details of the world seen outside. It is a selection of those features with which we are familiar. <sup>(4)</sup>What it amounts to is that we do not so much believe what we see as see what we believe. Seeing is an activity not only of our eyes but of the ( 4 ), which works as a sort of selecting machine. Out of all the images presented to it, it chooses for recognition <sup>(5)</sup>those that fit most closely with the world learned by past experience.

<sup>(6)</sup>I want to give a few more examples to show how what the brain has learned influences the process we call "seeing things." Seeing, they say, is believing. But is it? An arrangement can be made in such a way that a person looks through a peephole into a bare corridor, so bare that it gives no clues about distance. If you now show him a piece of white paper in the corridor and ask how large it is, his reply will be influenced by any suggestion you make as to what the piece of paper may be. If you tell him that the particular piece of paper is a business card, he will say that it is quite ( 7a ). Show him the piece of paper at the same distance and tell him that it is a large envelope, and he will say that it is ( 7b ). On the other hand, if you show a very ( 7c ) playing card, say a Queen of Spades, he will say that it is very close, and if you

show a ( 7d ) one he will say it is a long way away, because, you see, playing cards are nearly always of a standard size. In fact, the size of things we perceive depends upon what we otherwise know about them. When we see a car from far away, its image on the retina is no bigger than that of a toy seen near, but we take the surroundings into consideration and give its proper ( 8 ).

(注) retina : 網膜

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(神戸大)

問1 下線部(1)を日本語に訳しなさい。

問2 下線部(2)の語を文意が通るように並べ換えなさい。

問3 下線部(3)を日本語に訳しなさい。

問4 空所( 4 )に入れるのに最も適当な1語を本文中から探して答えなさい。

問5 下線部(5)を2語で具体的に書き換えなさい。

問6 下線部(6)を日本語に訳しなさい。

問7 空所( 7a )～( 7d )に入れるのに最も適当なものを、次のア～エからそれぞれ1つずつ選びなさい。

ア. large      イ. tiny      ウ. near      エ. further away

問8 空所( 8 )に入れるのに最も適当な1語を本文中から探して答えなさい。



次の英文を読んで、設問に答えなさい。

We have all had moments when we would have liked to switch on the sunshine or switch off the rain, or to affect the outdoor temperature. Ever since early humans set up home in the nearest cave, or lit the first fire, we have tried to adjust the climate surrounding us—you could call these the first attempts at weather control. Today, weather control might be thought of as a fantasy world for crazy scientists, but there are some kinds of <sup>(1)</sup>weather modification—though few in number—which are routine in certain areas of human activity.

There is one powerful reason to seek to alter the weather, and that is to reduce the losses, both human and economic, caused by a natural hazard or disaster. There are other reasons but these do not have the same moral force: they may include a desire for economic or even military advantage over a neighbor. Saving human lives and property can be achieved either by modifying the hazard itself or by reducing its impact. These two methods need not be mutually exclusive, and in certain cases <sup>(2)</sup>a combination may provide the best results. Insurance may also help to soften the blow of damaged property or loss of earnings.

Weather disasters are generally more difficult to control than terrible events such as landslides where large-scale engineering projects can reduce the frequency and the magnitude of the hazard. The destructive forces of the atmosphere, however, far exceed how much control human beings have over them. To illustrate this we can make a rough estimate that a typical winter storm over the Atlantic or Pacific <sup>(3)</sup>[100,000 / about / as / as / did / energy / much / releases / times] the first atomic bomb. Even if we wanted to interfere with the atmosphere on this scale, the analysis of costs versus benefits would soon see the project cancelled. There are, though, certain circumstances when intervention can work: when the atmosphere is finely balanced between two contrasting states, we can successfully change that balance with relatively little cost and effort. Thus cloud-seeding operations to create rain will never work ( 4 ) favorable conditions for the development of clouds, but they may succeed if deep cloud

development is already occurring.

<sup>(5)</sup>Weather modification projects, whether successful or not, bring a variety of problems which make the prospect of large-scale activity in this field very uncertain. Most of the chemicals used in seeding cause pollution, and the disadvantages of these may exceed the advantages achieved by the seeding process. The release of large amounts of heat energy to reduce fog or clouds, or the generation of extensive electric fields to weaken storms may fall into <sup>(6)</sup>a similar category. But most problematic of all is our inability to restrict the modification effect to the area for which it was intended. For instance, suppressing a \*hailstorm over a region of farmland might move the storm activity to a neighboring urban area; the crops would be saved, but in the city, windows would be smashed, motorcars damaged, and people seriously injured. One scarcely dares to imagine the legal consequences of such an event.

( 7 ) We know that hurricanes and typhoons are one of the principal mechanisms that transfer heat energy received from the sun in tropical areas to middle and high \*latitudes. If that mechanism were interfered with, who knows what sort of chain reaction might follow? What kind of major climatic changes might turn up in different parts of the world during subsequent months?

(注) hailstorm : あられを伴う嵐      latitude : 緯度

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(筑波大)

問1 下線部(1)が行われる理由を60字以内の日本語で答えなさい。

問2 下線部(2)の内容を35字以内の日本語で答えなさい。

問3 下線部(3)の語を文意が通るように並べ換えなさい。

問4 空所( 4 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. on      イ. out      ウ. without      エ. in

問5 下線部(5)を日本語に訳しなさい。

問6 下線部(6)の内容を25字以内の日本語で答えなさい。

問7 空所( 7 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。



- ア. Nor does it stop there.  
 イ. Only there does it stop.  
 ウ. So it is always the case.  
 エ. Thus it isn't the case.

8

30 min.  
 523 words

次の英文を読んで、設問に答えなさい。

There is a large amount of evidence which shows that people believe words to have magic powers. This is most easily illustrated with those very special words, people's names. In the traditions of modern Ethiopia, the real name of a child is ( 1 ) to prevent the child from being influenced magically through the use of the name. It is believed that knowledge of the name gives power over the 5 person who bears that name.

Beliefs of this type are widespread throughout the world. In Borneo, for example, (2) the name of a sickly child is traditionally changed so that the spirits tormenting it will be deceived and leave the child alone. The spirits, apparently, can recognize people only by their names, not through other characteristics. An 10 extreme example was reported by the early explorers in \*the Marquesas Islands. There it was possible for two people to exchange names as a sign of mutual respect. But this exchange of names also involved an exchange of responsibilities: obligations concerning the family, friends, and even enemies went with the change of name. A man might even be expected to go to war because 15 of the ( 3 ) to his new name.

In some cultures, the use of a particular name is an offence. In imperial China, for instance, it was a crime to use the name of a reigning emperor. This could provide problems when the emperor's name was also a common word. If this occurred in an English-speaking country today where the emperor's name 20 was ( 4 ), it would be illegal to talk about a ( 4 ) from the electricity company, a ( 4 ) before parliament, or the ( 4 ) of a bird. Similar prohibitions are found among \*the Zulus: there a woman is not allowed to utter the name of her husband or the names of his parents.

Similar kinds of constraints can apply to the names of things, as well as to the 25 names of people. It is fairly common to find a taboo against the use of the name of a powerful animal such as a bear, tiger, or crocodile. Instead, phrases like 'honey-eater' or nicknames like 'Bruin' are used. (5) In parts of Africa and India it is not acceptable to call a snake a 'snake.' Instead, you say things like 'There



- 30 is a strap' or 'There is a rope.' It is believed that if you call something a snake, it is likely to act like a snake and bite you. In a similar way, \*Bavarian farmers in Germany traditionally do not call a fox a 'fox,' in case using the word brings the fox and causes it to attack their hens. In a very similar way, we still say 'Talk of the devil,' suggesting that speaking of someone causes them to appear.
- 35 Finally, and more subtly, it used to be the case in China that a doctor who did not have the appropriate drug for his patient would write the name of the drug on a piece of paper, burn it, and get the patient to eat the ashes. It was believed that the name of the drug would be just as effective as the drug itself.

(注) the Marquesas Islands : マルケサス諸島 (フランス領ポリネシアの群島)

the Zulus : ズールー族 (アフリカ南部に住むバンツール族に属する種族)

Bavarian : バイエルンの (バイエルンはドイツ南部の州)

(From: *Vocabulary*, Laurie Bauer, Copyright © 1998, Routledge. Reproduced by permission of Taylor & Francis Group.)

(熊本県立大)

問1 空所( 1 )に入れるのに最も適当なものを, 次のア~エから1つ選びなさい。

ア. adopted      イ. called      ウ. concealed      エ. disclosed

問2 下線部(2)を日本語に訳しなさい。

問3 空所( 3 )に入れるのに最も適当なものを, 次のア~エから1つ選びなさい。

ア. reference      イ. responsibility      ウ. familiarity      エ. superiority

問4 空所( 4 )に共通して入る最も適当な1語を答えなさい。ただし, 大文字で始めても, 小文字で始めてもかまわない。

問5 下線部(5)の理由を50字以内の日本語で述べなさい。

問6 本文の内容と一致するものを, 次のア~エから1つ選びなさい。

ア. ズールー族では, 女性が自分の夫や自分の両親の名前を口にすることは許されていない。

イ. かつて中国では, 医者が適切な薬を持っていないときに, その薬の名前を書いた紙を燃やしてその灰を患者に食べさせていた。

ウ. ドイツのバイエルンでは, 「キツネ」という言葉が人間に病気をもたらすと信じられているので, 動物のキツネを「キツネ」と呼ぶことを避けている。

エ. マルケサス諸島における最近の調査では, 誰かと出会うとお互いの尊敬の証として必ず名前を交換することがわかった。



次の英文を読んで、設問に答えなさい。

Fears about how robots equipped with artificial intelligence (AI) might transform our lives have been a classic part of science fiction for decades. <sup>(1)</sup> But these stories do not address AI's broader and potentially more significant *social* effects—the ways AI could affect how we humans interact with one another.

5 Putting AI at the center of our lives may change how loving or friendly or kind we are—not just in our direct interactions with these machines, but in our interactions with one another.

Consider some experiments from my lab at Yale, where my colleagues and I have been exploring how such effects might play out. In <sup>(2)</sup> one study, we 10 directed small groups of people to work with humanoid robots to lay railroad tracks in a virtual world. Each group consisted of three people and a small blue-and-white robot sitting around a square table, working on tablets. The robot was programmed to make occasional errors and to apologize for them: “Sorry, guys, I made a mistake this round,” it declared cheerfully. “I know it may be 15 hard to believe, but robots make mistakes, too.” As it turned out, this clumsy confessional robot helped the groups perform *better*—by improving communication among the humans. They became more relaxed and conversational, comforting group members who made a mistake, and laughing together more often. Compared with the \*control groups, whose robots made 20 only basic statements, the groups with a confessional robot were better able to collaborate.

This study demonstrates that in systems where people and robots interact socially, the right kind of AI can improve the way humans relate to one another. But adding AI to our social environment can also make us behave less 25 productively and less ethically.

In <sup>(3)</sup> another experiment designed to explore how AI might affect the “tragedy of the commons”—the notion that individuals’ self-centered actions may collectively damage their common interests—we gave several thousand subjects money to use over multiple rounds of an online game. In each round, subjects

were told that they could either keep their money or donate some or all of it to 30 their neighbors. If they made a donation, we would also make a donation, doubling the money their neighbors received. Early in the game, two-thirds of players acted <sup>(4)</sup> *altruistically*. They realized that being generous to their neighbors in one round might prompt their neighbors to be generous to them in the next one, establishing a norm of \*reciprocity. From a selfish and short-term 35 point of view, however, the best outcome would be to keep your own money and receive money from your neighbors. In this experiment, we found that by adding just a few \*bots (posing as human players) that behaved in a selfish way, we could drive the group to behave similarly. Eventually, the human players ( 5 ) cooperating altogether. The bots thus converted a group of generous 40 people into selfish ones.

Let’s pause to think about the implications of this finding. Cooperation is a key feature of our species, essential for social life. And trust and generosity are crucial in differentiating successful groups from unsuccessful ones. If everyone contributes and makes sacrifices in order to help the group, everyone should 45 benefit. When this behavior breaks down, however, the notion of reciprocity disappears, and everyone suffers. The fact that AI might meaningfully reduce our ability to work together is extremely concerning.

(注) control group : 対照群(実験で対照標準となるグループ) reciprocity : 互惠主義

bot : ボット(自動的に特定の仕事をするようにプログラムされたインターネット上のロボット)

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(京都工芸繊維大)

問1 下線部(1)を these stories の内容を明らかにして日本語に訳しなさい。

問2 下線部(2)の実験結果から明らかになったことを80字以内の日本語で述べなさい。

問3 下線部(3)の実験結果から危惧されることを30字以内の日本語で述べなさい。

問4 下線部(4)とほぼ同じ意味を表すものを、次のア～エから1つ選びなさい。

ア. economically

イ. greedily

ウ. unselfishly

エ. egoistically



問5 空所( 5 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

い。

ア. liked      イ. refused      ウ. stopped      エ. wanted

10

30 min.  
477 words

次の英文を読んで、設問に答えなさい。

(1) It is worth looking at one or two aspects of the way a mother behaves towards her baby. The usual \*fondling, \*cuddling and cleaning require little comment, but the position in which she holds the baby against her body when resting is rather revealing. Careful American studies have disclosed that <sup>(2)</sup>80 per cent of mothers cradle their infants in their left arms, holding them against the left side of their bodies. If asked to explain the significance of this preference, most people reply that it is obviously due to the fact that more mothers are right-handed. By holding the babies in their left arms, the mothers keep their \*dominant arm free for manipulations. But a detailed analysis shows that this is not the case. ( 3 ), there is a slight difference between right-handed and left-handed females, but not enough to provide an adequate explanation. It emerges that 83 per cent of right-handed mothers hold the baby on the left side, but then so do 78 per cent of left-handed mothers. In other words, only ( 4 ) per cent of the left-handed mothers have their dominant hands free for actions. Clearly there must be another less obvious explanation. 5

The only other clue comes from <sup>(5)</sup>[the left side / the heart / the fact / that / is / of / on] the mother's body. Could it be that the sound of her heart-beat is the vital factor? And in what way? Thinking along these lines it was argued that perhaps during its existence inside the body of the mother, the growing \*embryo \*becomes fixated on the sound of the heart-beat. If this is so, then the re-discovery of this familiar sound after birth might have a calming effect on the infant, especially as it has just been thrust into a strange and frighteningly new world outside. If this is so, then the mother, either instinctively or unconsciously, would soon arrive at the discovery that her baby is more at peace if held on the left against her heart, than on the right. 25

(6) This may sound strange, but tests have now been carried out which reveal that it is nevertheless the true explanation. Groups of new-born babies in a hospital nursery were exposed for a considerable time to the recorded sound of a heart-beat at a standard rate of 72 beats per minute. There were nine babies in



30 each group and it was found that one or more of them was crying for 60 per cent of the time when the sound was not switched on, but that this figure fell to only 38 per cent when the heart-beat recording was \*thumping away. The heart-beat groups also showed a greater weight-gain than the others, although the amount of food taken was the same in both cases. Clearly the beatless groups 35 were burning up a lot more energy as a result of the vigorous actions of their ( 7 ).

(注) fondling : 撫でてやること      cuddling : 抱きしめてやること

dominant arm : 利き腕      embryo : 胎児

become fixated on A : Aを心の奥底に記憶する

thump away : ドキンドキンと鳴る

(Desmond Morris, *The Naked Ape: A Zoologist's Study Of The Human Animal*, Vintage Books)

(和歌山大)

問1 下線部(1)を日本語に訳しなさい。

問2 下線部(2)について、本文で正しい理由として挙げられているものを、次のア～エから1つ選びなさい。

ア. 多くの母親が右ききだから。

イ. 赤ん坊を左胸に抱く方が、母親にとって安全だから。

ウ. 左胸に抱く方が赤ん坊は安らぐと、母親が感じとるから。

エ. 左胸に赤ん坊を抱けば、母親は右手で用事をする事ができるから。

問3 空所( 3 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. For example    イ. In addition    ウ. Therefore    エ. True

問4 空所( 4 )に入る最も適当な数字を答えなさい。

問5 下線部(5)の語(句)を文意が通るように並べ換えなさい。

問6 下線部(6)を日本語に訳しなさい。

問7 空所( 7 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. crying      イ. eating      ウ. sleeping      エ. listening

11

25 min.  
447 words

次の英文を読んで、設問に答えなさい。

Humans have long conceived ( 1a ) sentiments about sleep. We want it, enjoy it and despair when we can't get enough of it. Yet we also have a fear of getting too much. Napoleon recommended six hours of sleep each night for a man, seven for a woman and eight for a fool.

(2) Why do we need sleep, and how much of it should we get? Scientists are beginning to answer the questions, and believe that humans sleep for different reasons than other animals. In experiments, mice have been shown to suffer physically from lack of sleep. After a few days, they begin to lose weight, although they eat a lot. After 14 days, they die.

Humans, on the other hand, usually show few ( 1b ) problems from lack of 10 sleep. A bad night's sleep will cause little reduction in strength, \*coordination or stamina. Yet (3) \*cognitive function suffers sharply. Our vocabulary drops measurably; we are unable to concentrate for long periods; our speech may become unclear.

Why the difference between humans and other animals? Scientists reason that humans have learned to rest their bodies even in a waking state. The difference 15 in \*metabolic rate between a person lying down and one who is asleep may be as little as 5 percent. Yet our brains, it seems, very much need the rest that sleep provides.

The recommended amount of sleep has been disputed in recent years. Humans have strange sleep patterns, usually getting six to eight hours a night 20 during the working week, and up to 10 on weekends. (4) [is / that / of us / why / more sleep / most / want / it] if we can get it?

(5a) American researchers now argue that humans need a minimum of nine hours' sleep each night. These scientists theorize that we are deprived of sleep most of the time. As proof, they cite the drowsiness most of us feel at some 25 point during the day.

(5b) European researchers challenge this notion, asserting that there is such a thing as sleep \*gluttony. The fact that we like sleep does not mean we need it.

Studies support the European view. If people are given the opportunity to



30 sleep longer, for instance, they may not feel tired until a later hour the next day.

The extra hour in bed may do nothing more than adjust our daily rhythm.

Experts say the drowsiness many of us feel during the day may not be because we had too little sleep at night, but because we need an early afternoon nap. <sup>(6)</sup> Humans were made to sleep not once, but twice, and a 10-minute nap after

35 lunch will make most of us feel better. This is the reason so many cultures keep the siesta hour.

(注) coordination : (筋肉等の)調整能力      cognitive : 認識の      metabolic rate : 代謝率  
gluttony : 大食い

(福島大)

問1 空所( 1a )( 1b )に入れるのに最も適当なものを、次のア～エからそれぞれ1つずつ選びなさい。

( 1a ) ア. positive      イ. negative      ウ. conflicting      エ. thoughtful

( 1b ) ア. mental      イ. physical      ウ. scientific      エ. different

問2 下線部(2)に対する答えとして最も適当なものを、次のア～エから1つ選びなさい。

ア. 肉体的機能が落ちるから。

イ. 脳に休息が必要だから。

ウ. 睡眠不足がひどくなると死ぬから。

エ. 睡眠をとらないと体重が減るから。

問3 下線部(3)の具体的な内容を、日本語で3つ簡潔に述べなさい。

問4 下線部(4)の語(句)を文意が通るように並べ換えなさい。ただし、文頭にくるべき語も小文字で始められている。

問5 下線部(5a)(5b)の考え方として最も適当なものを、次のア～エからそれぞれ1つずつ選びなさい。

ア. We should take a 10-minute nap during the day.

イ. Most people need to sleep more hours a night than they actually do.

ウ. We should sleep as many hours as we like.

エ. Just because we like sleep, it doesn't mean we need to sleep.

問6 下線部(6)を日本語に訳しなさい。

12

35 min.

524 words

次の英文を読んで、設問に答えなさい。

“Don't look at the world with your hands in your pockets,” Mark Twain once told an aspiring young author. “To write about it you have to reach out and touch it.”

I thought of <sup>(1)</sup> this advice when I visited Robert Barnett, former executive director of the American Foundation for the Blind. Barnett was blinded at the age of 14 in an accident. As we chatted, he noticed, I don't know how, that I was gazing at a life-size bronze head of Helen Keller, which he keeps near his desk.

“Feel it with your hands,” he told me. I ran my fingers over the cool metal. “Now does it look any different?” Barnett asked.

<sup>(2)</sup> The difference was surprising. The sculpture now had weight, depth, shape and character which had escaped my eyes.

“Touch is more than a substitute for vision,” Barnett said. “It reveals qualities other senses can't even suggest. One of the greatest mistakes people make is thinking you have to be blind to enjoy it.” Learning to develop the sense of touch is something like making your other senses secondary. <sup>(3)</sup> In seeing with the eyes alone we are limited to what is immediately in front of us. Touch along with vision enables us to see something as a whole.

Awareness of touch can bring a new feeling to the most ( 4 ) experiences. “I have just touched my dog,” wrote the young Helen Keller in her diary. “He was rolling on the grass with pleasure in every muscle and limb. I wanted to catch a picture of him in my fingers, and I touched him lightly as I would cobwebs. But, to my surprise, his body turned towards me and moved into a sitting position, and his tongue gave my hand a lick. He pressed close to me as if he intended to put himself into my hand. He loved it with his tail, with his paw, with his tongue. If he could speak I believe he would say with me that paradise is attained by touch.”

The sense of touch is capable of ( 5 ). Expert millers can recognize any grade of flour by rubbing a little between thumb and forefinger. A cloth expert



30 can identify the coloring used in a cloth by the difference it makes in the texture. The blind botanist, John Grimshaw Wilkinson, learned to distinguish more than 5,000 species of plants by touching them lightly with his tongue.

(6) We are aware today of how important touch is to complete understanding of anything, and there are now museums that, instead of the old "Don't Touch" signs, offer children the chance to touch—to feel the roundness of a sculpture, the beautiful balance of an Inca pitcher, and the rough iron of an early New England kettle. Visitors to the Brooklyn Children's Museum are encouraged to pick up and handle the objects on display in every exhibit. "If they can't touch the things," says Michael Cohn, the museum's senior instructor of anthropology, 40 "it is no different from watching a movie or TV show."

Maybe, as we all aim to enlarge the range of our impressions, our motto should be: ( 7 )!

(岩手大)

問1 下線部(1)の内容を40字以内の日本語で述べなさい。

問2 下線部(2)の内容を50字以内の日本語で述べなさい。

問3 下線部(3)を日本語に訳しなさい。

問4 空所( 4 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. commonplace    イ. exciting    ウ. dangerous    エ. frightening

問5 空所( 5 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. basic distinction    イ. extraordinary development  
ウ. emotional experience    エ. mystical prediction

問6 下線部(6)を日本語に訳しなさい。

問7 空所( 7 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. Feel free    イ. Look before you leap  
ウ. Never give up    エ. Do touch

13

30 min.  
515 words

次の英文を読んで、設問に答えなさい。

All of us, almost daily, experience the mobility of our world: we could be in Tibet tomorrow. And not only our bodies, but also our minds are traveling at the speed of light. Global communications have made us all ( 1a ) neighbors and taught us tolerance. Two generations ago, there were no roads in Nepal; now the information superhighway and English language paths run through the 5 teahouses of the Himalayas.

Yet even as we enjoy the opportunities of the borderless economy and the varieties of world music and our ability to appreciate the cultures of the world in our living rooms, we fail sometimes to consider where we are going or what we might be losing. "To be rooted," wrote the philosopher Simone Weil, "is perhaps 10 the most important and least recognized need of the human soul." And in our dawning age of rootlessness, we tend to speed into the future (2) without counting the bends in the road.

One problem, of course, is that everything is happening so quickly. Five years ago is ancient history now, and yesterday scarcely prepares us for today. We 15 have no ( 1b ) examples to guide us. The classical poets Homer and Virgil sang of travelers, but not ones crossing 11 time zones before noon. And \*nomads have always traveled across the earth, but on foot and in tune with the rhythm of the seasons and tradition. A new age of mobility means a new age of homesickness—and that is for those of us lucky enough to have a home. 20

All of us are ( 3 ) travelers now, able to fly in less than a day from the 21st century (downtown Tokyo, for example) to the 13th (Bhutan, where costumes, houses and customs are maintained in strict medieval style). Tonight we can fly into the depths of the ( 1c ) season—or into the arms of a family we have not seen for 20 years. And the shrinking of distances in space may blind us to (4) the more significant distances that remain: flying from Beirut to Beijing to Bogota on successive days—and finding the same services in each—we may underestimate the differences in values and assumptions. The truths of the village square do not extend across the global village.



30 Thus traveling today can be like watching TV, channel surfing through a mass of images too fast to read and too various to sort. And traveling tomorrow, for those of us without a firm sense of neighborhood or community or home, may involve an even stronger sense of ( 1d ) confusion. Our values like our bodies may be up in the air or lost in space. The only thing that can support the  
35 burden of our movement, after all, is a steadying sense of stillness. "Though we travel the world over to find the beautiful, we must carry it with us or we find it not," wrote the philosopher Emerson, who considered travel a "fool's paradise." The same is even truer of our sense of destination or home: (5) whatever we find when we travel is only what we had inside us all along.

(注) nomad : 遊牧民

(立教大)

問1 空所( 1a )～( 1d )に入れるのに最も適当なものを, 次のア～エからそれぞれ1つずつ選びなさい。

ア. opposite      イ. virtual      ウ. previous      エ. spiritual

問2 下線部(2)の意味として最も適当なものを, 次のア～エから1つ選びなさい。

ア. 所要時間など計算しないで

イ. 頼りになる道連れもなく

ウ. 先々のことは考えないで

エ. 金銭的裏づけもないまま

問3 空所( 3 )に入れるのに最も適当なものを, 次のア～エから1つ選びなさい。

ア. time      イ. space      ウ. business      エ. fellow

問4 下線部(4)の内容を30字以内の日本語で述べなさい。

問5 下線部(5)を日本語に訳しなさい。

問6 本文の内容と一致するものを, 次のア～エから1つ選びなさい。

ア. We can't appreciate the cultures of the world by staying at home.

イ. In this age of borderlessness there are more rootless people.

ウ. When we watch TV, the fast changing images give us a good understanding of the world.

エ. Emerson thought that travel broadens people's minds.

14

30 min.  
439 words

次の英文を読んで, 設問に答えなさい。

We know that the two \*cerebral hemispheres of the brain have different \*cognitive capacities. (1) These can lead to asymmetries in behavior and in the way in which we interpret the world. Many studies suggest that the right hemisphere of the brain is more involved in the perception of emotion and in its expression than the left hemisphere of the brain.

In relation to language, the right hemisphere of the brain is better at interpreting the emotional tone of voice in speech. A typical experiment illustrates this. It uses some sentences with a happy message like "She won a prize" or "The sun is shining." Other sentences are ( 2a ) cheerful; "He lost all his money gambling" or "It is raining very heavily," and yet other sentences are neutral with no particular emotional content. (3) They are read in different tones of voice, which are either consistent with the sentence's message or in opposition to it. Although in principle to lose money gambling is unpleasant, if it had happened to a great enemy it might nevertheless induce some sensation of pleasure, and it is possible to read the sentence "He lost all his money gambling" in a cheerful tone of voice. ( 2b ), some Californians have an unusual enthusiasm for rain and it is possible to read the sentence "It is cold and rainy" in a cheerful tone of voice.

(4) Subjects are asked to categorize the emotional content of the sentence both in terms of the message that is conveyed and the tone of voice. Two sentences are presented at the same moment, one played to the right ear and one played to the left ear, in a listening set-up. Since the connections that the left ear makes with the right hemisphere are stronger than the connections the right ear makes with the right hemisphere, (5) any bias towards superior judgments from the left ear is taken as evidence of increased right-hemisphere involvement in the task. In this kind of experiment, the ( 6a ) ear is better at making judgments about the tone of voice, whereas the ( 6b ) ear is better at judging verbal content.

Brain-damaged patients who have sustained injuries to the ( 6c ) hemisphere



30 have difficulty in making such interpretations of emotional mood from speech. Their language and communicative systems appear relatively normal, in terms of being able to say roughly what they want to say, but the content of their speech is often emotionally flat, lacking its previous variation and \*modulation and sounding rather ( 2c ). In fact, it is suggested that the more creative  
35 elements in language are absent. Some of the \*connotative associations of language may be influenced by the right hemisphere.

(注) cerebral hemisphere：大脳半球      cognitive：認識の      modulation：抑揚  
connotative：言外の意味に関する

(專修大)

問1 下線部(1)を日本語に訳しなさい。

問2 空所( 2a )～( 2c )に入れるのに最も適当なものを、次のア～エからそれぞれ1つずつ選びなさい。

( 2a ) ア. most                          イ. more  
ウ. as                                        エ. less

( 2b )    ア. However                      イ. On the contrary  
             ウ. Similarly                     エ. Therefore

( 2c )    ア. interesting                      イ. dull  
             ウ. emotional                          エ. normal

問3 下線部(3)の内容として最も適当なものを、次のア～エから1つ選びなさい。

ア. よい内容の文は明るい調子で、悪い内容の文は暗い調子で読む。

イ. よい内容の文は暗い調子で、悪い内容の文は明るい調子で読む。

ウ. 文の内容に関わらず、明るい調子と暗い調子のどちらかで読む。

エ. 文の内容に関わらず、途中で声の調子を変えながら読む。

問4 下線部(4)を日本語に訳しなさい。

問5 下線部(5)を日本語に訳しなさい。

問6 空所( 6a )～( 6c )のそれぞれに, left または right のいずれかを入れなさい。

15

30 min.  
412 words

次の英文を読んで、設問に答えなさい。

One of the most remarkable stories I know is about a man called Robertson McQuilken. As a young man, he dreamed of becoming the president of Columbia Bible College in Columbia, South Carolina. He adored his father, who had held this position, and he hoped to take his father's place someday.

Robertson McQuilken's dream came true. One day he did become the president of Columbia Bible College. When he became the president, he was convinced that he was called by God and was worthy of that position.

Dr. McQuilken served as president of that college for a number of years, and he did very well and was respected and loved by many people.

Then one day this man realized he had <sup>(2)</sup>a tragedy on his hands. His wife <sup>10</sup> began to show the symptoms of Alzheimer's disease. She became worse in a short time, and in a matter of months she was in a terrible situation. She not only lost her memory of much of their life together, but she was unable to even recognize him. She lost all awareness that he was her husband.

Robertson McQuilken made his decision. He resigned the presidency of the college so he could give full-time care to his wife. Without hesitation, he walked away from his job as an act of love for her.

There were some realists who told him there was no meaning in what he was doing. Anybody could take care of his poor wife, they told him, but not anybody could be president of the college. And after all, she didn't even recognize him <sup>20</sup> when he came in the room to help her.

Then there were (4) some religious people who said he was walking away from what God called him to do. He was letting his personal concern for his wife ( 5 ) his more important social responsibility, they said.

The man's answers were magnificent. To the realists he admitted that his wife <sup>25</sup> didn't know who he was. But that wasn't important, he told them. The really important thing was that he still knew who she was and, furthermore, he let them know that he recognized in her now-forgetful self the same lovely woman he had married those many years ago.



- 30 Then he turned to the religious people. His words to them were even more profound: "There is only one thing more important than your job. And that is a promise. And I promised to be there \*until death do us part."

(注) until death do us part: 死が二人を分かちまで (結婚式での誓いの言葉)

(大阪電通大)

- 問1 下線部(1)を日本語に訳しなさい。  
問2 下線部(2)の内容を25字以内の日本語で述べなさい。  
問3 下線部(3)の内容を20字以内の日本語で述べなさい。  
問4 下線部(4)に対する Robertson McQuilken の答えを、20字以内の日本語で述べなさい。  
問5 空所( 5 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. concentrate on                      イ. interfere with  
ウ. make for                              エ. take up

- 問6 下線部(6)を them の内容を明らかにして日本語に訳しなさい。

- 問7 本文の内容と一致するものを、次のア～エから1つ選びなさい。

ア. Robertson was successful in realizing his dream of becoming the president of the college.

イ. Robertson had a dream that he would resign at an early age and his dream came true.

ウ. Robertson McQuilken quit his job because he became seriously ill.

エ. Realists said that Robertson McQuilken was irresponsible and selfish.

16

30 min.  
479 words

次の英文を読んで、設問に答えなさい。

Here's everything you need to know about why Monday used to be so popular and what's made it so unpopular today. In fact, the day — originally named after the moon — was once ( 1 ) so much in England and the US that it was called "Saint Monday."

Back in the 18th and 19th centuries, the six-day workweek was standard in Britain and America. <sup>(2)</sup>Workers only had Sundays off to go to church, along with special holidays like Christmas and New Year that were scattered throughout the calendar. Even though Sunday was the only official weekly day of rest, many people still failed to show up on Monday. Many workers would stay home to recover from \*hangovers after a drunken end to the workweek or 10 just relax and devote some time to leisure. Thus, the phrase "keeping Saint Monday" was born. The habit caught on. According to the writer Witold Rybczynski, it became official practice for workers to take Monday off after a Friday or Saturday payday.

Saint Mondays acquired a somewhat bad reputation for being all about getting 15 drunk, boxing, and \*blood sports. However, <sup>(3)</sup>the day didn't just involve hangovers or drinking away wages. People would use their day off to visit horse races, cricket matches, public gardens, museums, theater productions, dance halls, and social club meetings.

Saint Monday allowed the working class valuable leisure time. In his paper 20 "The Lower Classes and Politics 1800-1850," Michael Richards argues that the tradition gave workers the opportunity to "establish a degree of independence in relation to their employer." In his paper, "The Decline of Saint Monday," Douglas A. Reid refers to an 1851 London writer, who noted that the public gardens "were literally filled with well-dressed, happy and well-behaved working- 25 class people. All appeared to greatly enjoy the glories of nature." So Saint Monday wasn't all about getting drunk.

Obviously, not everyone loved this custom. Business owners felt that the day off hurt their productivity. According to Reid's research, one factory owner



30 moved his chemical works from Birmingham to Scotland in 1766, partly due to the custom of Saint Monday in England. As Rybczynski previously noted, in order to stop people from taking time off, shops and factories started closing earlier on Saturdays. <sup>(4)</sup> Reid adds that measures like allowing free Saturday afternoons, along with legislation, gradually weakened Saint Monday's dominance  
35 over the years.

Our current practice of a 40-hour workweek and two-day weekend has its roots in the Industrial Revolution and the gradual decline of Saint Monday. In 1908, a New England cotton mill established a two-day weekend on Saturday and Sunday, to allow both Jewish and Christian workers to worship on their respective holy  
40 days. However, <sup>(5)</sup> this model didn't fully catch on until \*the Great Depression. This standard workweek is now widely accepted around the world. And thus, as the first day of the standard workweek, the once merry Monday was forgotten.

(注) hangovers : 二日酔い      blood sports : 闘鶏などの流血を伴うスポーツ

the Great Depression : (1929年から始まった)世界大恐慌

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(学習院大)

問1 空所( 1 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. ignored      イ. hated      ウ. loved      エ. regarded

問2 下線部(2)の意味として最も適当なものを、次のア～エから1つ選びなさい。

ア. Only workers went to church on Sundays.

イ. Workers wanted to go to church on Sundays.

ウ. Workers had little time off for rest.

エ. Workers looked forward to special holidays.

問3 下線部(3)の具体的な理由を70字以内の日本語で述べなさい。

問4 下線部(4)を日本語に訳しなさい。

問5 下線部(5)が指す語句を同じ段落から抜き出さなさい。

問6 本文の内容と一致するものを、次のア～エから1つ選びなさい。

ア. Everyone approved of Saint Monday because the only days workers were allowed to rest were church holidays.

イ. Employers disliked the practice of Saint Monday because it encouraged workers to go to church.

ウ. The custom of Saint Monday in England was one reason for a factory owner moving his business to Scotland.

エ. Some people in England have continued the custom of Saint Monday since the Great Depression.



次の英文を読んで、設問に答えなさい。

Starting about one million years ago, there was an increase in the growth of the human brain. It expanded at first at the rate of \*one cubic inch every hundred thousand years; then the growth rate doubled; it doubled again; and finally it doubled once more. Five hundred thousand years ago the rate of growth hit its peak. At that time the brain was expanding at a rate of ten cubic inches every hundred thousand years. (1) No other organ in the history of life is known to have grown as fast.

What pressures generated the explosive growth of the human brain? ( 2 ) may supply part of the answer. At that time the world began to enter into a great Ice Age, the first on the planet in hundreds of millions of years. The trend toward colder weather set in slowly at first, but after a million years areas of ice began to form in the north. They thickened into glaciers as more snow fell, and then the glaciers joined together into great sheets of ice, as much as two miles thick. When the ice sheets reached their maximum extent, they covered two-thirds of the North American continent, all of Britain and a large part of Europe. Many mountain ranges were buried entirely. (3) So much water was locked up on the land in the form of ice that the level of the earth's oceans dropped by three hundred feet.

These events occurred precisely at the same time as the period of most rapid expansion of the human brain. Is this significant, or is it accidental?

The movements of humans in the last million years provide a clue to the answer. At the beginning of the Ice Age, humans lived near the equator, where the climate was mild and pleasant. Later they moved northward. From their birthplace in Africa they moved up across Arabia and then turned to the north and west into Europe, as well as eastward into Asia.

When (4) these early movements took place, the ice still only covered the lands in the far north; but eight hundred thousand years ago, the ice moved southward until it covered large parts of Europe and Asia. Then, for the first time, humans encountered the bone-chilling, freezing winds from the cakes of ice in the north.

The climate in southern Europe had a Siberian coldness then, and summers were nearly as cold as European winters are today.

In those difficult times, resourcefulness and inventiveness must have been of great value. Which individual first thought of stripping the fur from dead animals to wrap around his body? Only by (5) [human beings / imaginative acts / could / such inventive / survive / and] a cold climate. In every generation, the individuals with strength, courage, and creativity were the ones more likely to survive the Ice Age; those who were less resourceful fell victim to the climate and their numbers were reduced.

The Ice Age winter was the greatest challenge that humans had ever faced. They were naked and defenseless against the cold, as some little mammals had been defenseless against the dinosaurs one hundred million years before. Facing the pressures of a hostile world, both those mammals and humans were forced to live by their wits; and both became, in their time, the most intelligent animals of the day.

(注) one cubic inch : 1立方インチ

(立教大)

問1 下線部(1)を日本語に訳しなさい。

問2 空所( 2 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

- ア. The custom of wearing clothes that took root in the first ice age
- イ. The fact that human beings had to fight against dinosaurs
- ウ. The invention of language and the use of tools
- エ. A change of climate that set in about two million years ago

問3 下線部(3)を日本語に訳しなさい。

問4 下線部(4)の内容を50字以内の日本語で述べなさい。

問5 下線部(5)の語(句)を文意が通るように並べ換えなさい。

問6 本文の内容と一致しないものを、次のア～エから1つ選びなさい。

- ア. The growth rate of the human brain hit its peak about 500,000 years ago.
- イ. After the Ice Age began two million years ago, it took about one million years to form large areas of ice in the north.
- ウ. Those with less resourcefulness and inventiveness couldn't survive the



## Ice Age.

- 工. Human beings during the Ice Age had nothing in common with small mammals one hundred million years ago.

18

30 min.  
535 words

次の英文を読んで、設問に答えなさい。

### Can the Polar Bear Survive?

The rapid shrinking of the Arctic ice cap is threatening the world's polar bear population, scientists have warned. Studies suggest the decline in the thickness and extent of the ice cap is causing the deaths of hundreds of bears a year. The total polar bear population is estimated at only 25,000. Many spend long periods trapped on land, where they find it hard to feed, rather than on ice, while young bears are dying in dens that melt and collapse.

Research by Dr. Peter Wadhams shows that the summer ice now averages just 9 feet in thickness compared with 16 feet 20 years ago. He predicts that all the polar ice will disappear during the summer months by about 2080. However, the 10 bears will suffer disastrous declines long before then. Around Hudson Bay in Canada the increasing warmth has forced bears onto land when the ice melts from July to October. In recent years, however, the return of the ice has been delayed by up to a month—leaving dozens of underweight and hungry bears roaming on the beaches waiting for its return. The animals cannot easily find 15 food on land, so every day spent <sup>(1)</sup> waiting means that they consume more fat reserves.

Scott Schliebe said huge changes in the biology of the Arctic were apparent. "The pack ice is already diminishing every summer and without pack ice I cannot see how the bears would survive. They are not adapted for living on 20 land," he said. <sup>(2)</sup> The bears live almost entirely on floating ice that packs together to create vast expanses separated by small areas of open water that they swim across. They are superbly adapted for survival in the frozen north, eating mainly seals. They range across a huge area of ice controlled by Russia, America, Canada, Greenland, and Norway. Adult males reach weights of 1,500 pounds and 25 are among the fiercest and most dangerous of animals.

Bears have long been hunted by humans for meat and fur. The numbers to be destroyed are now strictly controlled by international agreements but hundreds are still killed each year. Humans also present another threat to bears—



30 through pollution of the sea with poisonous chemicals called PCBs, which accumulate in fat. (3) The huge layers of fat used by bears to survive in the cold collect PCBs, which then affect their \*hormonal systems and can cause sex changes.

Scientists say the warming of the Arctic is largely due to rising global 35 temperatures. The direct effect is to melt the ice from above — but the indirect effect is even more destructive. Wadhams' research shows that \*the Gulf Stream and other currents that carry warm water north have become stronger, warming water beneath the ice cap to melt it from below, too. Another effect of the melting ice will be to open up the shipping routes between Europe, northern 40 Russia and the Far East and to end the annual winter isolation of Siberia. "In the next few years we are going to see the opening up of the Arctic Ocean to year-round traffic," said Wadhams. "Eventually the northwest passage around Canada may open up, too. It will completely alter our trading patterns — but for bears the future could be ( 4 )."

(注) den : 巣穴 pack ice : 浮氷群 (流水が寄り集まってできた氷原)

seal : アザラシ hormonal system : 内分泌系

the Gulf Stream : メキシコ湾流

(滋賀県立大)

問1 下線部(1)の waiting について、何が何を待っているのか、日本語で簡潔に述べなさい。

問2 下線部(2)を日本語に訳しなさい。

問3 下線部(3)を日本語に訳しなさい。

問4 空所( 4 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. bright イ. rosy ウ. dark エ. promising

問5 ホッキョクグマの数が減少している原因として本文中で述べられていないものを、次のア～エから1つ選びなさい。

ア. 気候の温暖化。  
イ. 人間による狩猟。  
ウ. 水質汚染。  
エ. 他の動物による殺りく。

問6 Wadhams および Schilebe の見解に含まれないものを、次のア～エから1つ

選びなさい。

ア. 数年のうちに、北極海が1年を通じて通行可能となる。

イ. 北極の氷の厚さが20年前に比べてほぼ半分になっている。

ウ. 浮氷群がなくなったとしても、ホッキョクグマは生きていける。

エ. ホッキョクグマの数は、近い将来に壊滅的に減少するだろう。



次の英文を読んで、設問に答えなさい。

I feel like I'm losing my mind. Over the last few years, I've had an uncomfortable feeling that someone, or something, has been changing the way my brain works. I haven't completely lost my mind, but I can feel it's changing. I feel it most strongly when I'm reading. <sup>(1)</sup> I used to find it easy to get lost in  
5 a book or a long article, but that's rarely the case anymore. Now my concentration starts to drift after a page or two. I read a little bit, then start looking for something else to do. I feel like I'm always pulling my lazy brain back to the text.

I think I know what's going on. For well over two decades now, I've been  
10 spending a lot of time online, searching and surfing the internet. I'm a writer, so the internet ( 2 ) me a lot of time when I'm doing research. I use my computer to pay bills, schedule appointments, book flights and hotel rooms, and do many other tasks. Even when I'm not working, I'm reading and writing emails, scanning headlines, flicking through Instagram, watching short videos on  
15 YouTube, or just jumping from link to link.

These are all advantages, both for work and play. Such easy access to information! But these advantages come at <sup>(3)</sup> a price. The internet is not only a channel of information. It also shapes our thought processes. And what the internet seems to be doing is reducing my ability to concentrate and think.  
20 Whether I'm online or not, my mind now expects to take in information the way the internet sends it to me: in a fast-moving stream of tiny information packets. My calm, focused mind is being pushed aside by a new kind of mind that wants to take in information in short, unrelated, and overlapping bursts — the faster the better.

25 Recently, a research company published a study of the effects of internet use on young people. The company interviewed 6,000 college students who have grown up using the internet and reported that <sup>(4)</sup> the internet has affected the way the young people absorb information. "They don't necessarily read a page from left to right and from top to bottom. They might instead skip around, scanning

for important information of interest."

We humans used to have a 'linear' mind—a mind that was good at processing long, difficult text, without losing concentration. But now, that's changing. For the last five centuries, ever since the printing press made book reading a popular activity, the linear mind has been the center of art, science, and society. Now, that mind may be ( 5 ).

(From *THE SHALLOWS: WHAT THE INTERNET IS DOING TO OUR BRAINS* by Nicholas Carr. Copyright © 2010 by Nicholas Carr. Used by permission of W. W. Norton & Company, Inc.)

(北星学園大)

問1 下線部(1)を日本語に訳しなさい。

問2 空所( 2 )に入れるのに、s で始まる最も適当な1語を答えなさい。

問3 下線部(3)はどういうことか、日本語で述べなさい。

問4 下線部(4)はどういうことか、80字以内の日本語で具体的に述べなさい。

問5 空所( 5 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

ア. useful only for writers

イ. more important than ever

ウ. a thing of the past

エ. a cause of a reading disorder



次の英文を読んで、設問に答えなさい。

(1) Language serves many functions. Certainly one of its most common and most important purposes is to help us describe various phenomena, such as events, situations, and people: "What is it?" Another purpose is to evaluate these same phenomena: "Is it good or bad?" Typically, we consider descriptions to be 5 objective, whereas we consider evaluations to be subjective.

But is the distinction between objective description and subjective evaluation a clear one? The answer, in the vast majority of cases, is no. Why? Because words both describe and evaluate. (2) When we attempt to describe something or someone, the words we use almost always carry values, in that they reflect our 10 own personal likes and dislikes. Thus, our use of any particular term serves not only to describe, but also to assert what is desirable or undesirable to us.

This problem is not so prevalent in the physical sciences, as compared to the social sciences. Let's take, as an illustration, the terms cold and hot. In the field of physical sciences, both terms refer, in a relatively neutral sense, to the 15 rate of \*molecular vibrations (or temperature): "That liquid is very cold," or "That liquid is very hot." When we use these same terms to describe an individual, however, they take on a distinctly evaluative meaning: "That person is very cold," or "That person is very hot."

What are the consequences of the evaluative bias of language? The words that 20 we use can, with or without intention, become powerful instruments of change. In those instances where we are deliberately attempting to influence others to agree with our point of view, we intentionally select words that most persuasively communicate our values. In many cases, however, the process is unintentional. Our best attempts to remain neutral are restricted by (3) the limits of language. 25 When it comes to describing people it is nearly impossible to find words that are empty of evaluative meaning. (4) [may / as / it / incredible / seem], we simply don't have neutral adjectives to describe personality characteristics. And even if such words did exist, we still would be very likely to utilize the ones that reflect our own personal preferences.

This also emphasizes the ( 5 ) influence of attitudes and language. That is, 30 not only do our attitudes and perceptions affect our use of language, but our use of language in turn influences our attitudes and perceptions.

Because of the evaluative bias of language, we must be careful both to become aware of our own personal values and to communicate these values as openly and fairly as possible. In other words, we should avoid presenting our value 35 judgments as objective reflections of truth. We should also be alert to the value judgments inherent in other people's use of language, and in many cases the words they use tell us at least as much about (6) them as about the events and individuals they are attempting to describe.

(注) molecular : 分子の

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(一橋大)

問1 下線部(1)の many functions について、本文中に述べられているものを2つ日本語で簡潔に述べなさい。

問2 下線部(2)を日本語に訳しなさい。

問3 下線部(3)の内容として最も適当なものを、次のア～エから1つ選びなさい。

- ア. 適切な言葉を見つけることが不可能なこと。
- イ. 言葉には必ず評価的意味が伴うこと。
- ウ. 自分の価値観を伝える言葉を意図的に選ぶこと。
- エ. 言葉の選択が意図的ではないこと。

問4 下線部(4)の語を文意が通るように並べ換えなさい。ただし、文頭にくるべき語も小文字で始められている。

問5 空所( 5 )に入れるのに最も適当なものを、次のア～エから1つ選びなさい。

- ア. indirect      イ. limited      ウ. cultural      エ. mutual

問6 下線部(6)が指しているものを英語で答えなさい。







